

DIVORCE EDUCATION AND ITS EFFECTS ON LEARNING BEHAVIOR
AND PERSONAL AND SOCIAL ADJUSTMENT
OF CHILDREN

BY
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A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

1983

ACKNOWLEDGMENTS

The author wishes to acknowledge those people who have helped in completion of this study.

Dr. Paul Fitzgerald, chairman of the writer's supervisory committee, provided excellent guidance and direction along with invaluable unconditional positive regard. Dr. Harold Riker and Dr. Hannelore Wass, members of the supervisory committee, guided and supported this writer in a very facilitative manner.

Patricia Killgore and Gretchen Thwing are sincerely thanked for their interest and committed work in leading the groups studied in this research.

The encouragement, faith, and support of this writer's close friends have been invaluable in this endeavor. Her children, Julie and Scott, have given the author their youthful candidness, spontaneity, and joy, which provided ongoing inspiration and contributed to her own enthusiasm.

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Abstract of Dissertation Presented to the Graduate School
of the University of Florida in Partial Fulfillment of the
Requirements for the Degree of Doctor of Education

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December 1983

Chairman: Paul Fitzgerald
Major Department: Counselor Education

The purpose of this study was to measure the effectiveness of a specific approach to group counseling of fourth and fifth grade children of divorce who were exhibiting behavioral or emotional problems in the classroom.

This study focused on the following four hypotheses:

1. There will be no significant difference in the treatment effects between the children of divorce group and the control group regarding learning behavior.
2. There will be no significant difference in treatment effects between the children of divorce group and the control group regarding personal adjustment.
3. There will be no significant difference in treatment effects between the children of divorce group and the control group regarding social adjustment.

4. There will be no significant difference in treatment effects between the children of divorce group and the control group regarding total adjustment.

The main effects of sex, attendance, and grade (fourth and fifth) were also computed to determine if there were any significant differences on all of the above hypotheses.

The general method for this study involved children from fourth and fifth grades, whose parents were divorced, and were referred by counselors to the Seminole County School System to the children of divorce groups. The research design was a randomized posttest only control group design (Isaac & Michaels, 1971).

A 2 x 2 Analysis of Variance was completed on the posttest data related to each hypothesis and the main effects of sex, attendance, and grade.

No significant differences were found for Hypotheses 2 and 4 at the .05 level of confidence. These null hypotheses were supported. Hypothesis 1 was accepted in all respects but one. On the Creamer Behavior Rating Scale there was a statistically significant difference between the main effect of fourth and fifth graders with teachers having a more positive perception of fourth graders' learning behavior. Hypothesis 3 was accepted in all respects but one. On the California Test of Personality Social Adjustment Scale there was a statistically significant difference found between the main effects of males and females with females doing better on the Social Adjustment Scale.

CHAPTER I

INTRODUCTION

The effects of divorce on children continue to be a significant question. Just what exactly these effects are and how to impact and aid these children have not yet been adequately researched. In recent years there have been many notable research studies impacting the field of children of divorce. Two specific studies by Wallerstein and Kelly (1980) and by Hetherington, Cox, and Cox (1975) have provided evidence to support the notion that divorce is clearly a time of crisis for children. This recognition of the emotional impact of divorce on children combined with the mushrooming divorce rate in the United States seems to indicate a need for intervention education programs to aid these children through the crisis.

In spite of this knowledge of need for intervention programs for children, there are few published studies dealing directly with research in this area (Kessler & Bostwick, 1977). In addition the findings of these few studies are somewhat limited due to design and procedural error. Nevertheless the idea that divorce is a difficult time for children, possibly causing multiple emotional and lifestyle adjustments, and stressing their abilities to cope effectively, is generally accepted (Blaine, 1969; Dlugokinski, 1977; Everly, 1977; Holmes & Rahe, 1967; Luepnitz, 1978; Nye, 1957; Rohrllich, Ranier, Berg-Cross & Berg-Cross, 1977). How to effectively aid these children continues to be a primary concern.

A literature review on children of divorce, with special reference to the psychological literature, was completed by Luepnitz (1978). On the basis of the literature reviewed, she concluded that many children do indeed suffer at the time surrounding parental divorce and that the nature of the stress appears to be age-specific. Data on father absence indicate that the stress in the child of divorce is not primarily in response to the single-parent home, but rather to the turmoil involved in parental conflict. This does not mean that children of divorce do not suffer, or that they should be considered a population at risk. It appears that divorce is precisely an event which tends to correlate with the stress inducing issue of parental discord. Luepnitz recommends social service workers be sensitive and help parents understand that children are very much affected by parental discord and violence. Facilitating families communicating after divorce without the stress of hostility is helpful to children. Parents, on the other hand, can be assured that the myths about divorce are distorted and that the single-parent home does not necessarily cause delinquency, homosexuality, neurosis, and school failure (Luepnitz, 1978).

Holmes and Rahe (1967) have called divorce the most highly stressful type of separation in all of life. Often a youngster must suddenly deal with physical separation from one parent, parental siding during and after the divorce, heightened pathology in one or both parents caused by the divorce, a lack of emotional support from one or both parents, a new home, new friends, and new school situations.

There are five clinical studies of children of divorce that "represent major systematic quantitative attempts to compare children of

divorce and children from intact families as they occur in child psychiatric populations" (Kalter, 1977, p. 41). These five studies (McDermott, 1970; Morrison, 1974; Sugar, 1970; Tuckman & Regan, 1966; Westman, 1970) are well known and widely cited despite some methodological problems. The research from these studies suggests that there is a higher rate of delinquency and depression but a lower incidence of anxiety, neurotic symptoms, and habit formation problems among child psychiatric populations from divorced homes when compared to similar populations from divorced homes from two parent homes. Kalter's own study also yielded similar results to these. Kalter (1977) studied records of some 400 children referred for outpatient psychiatric evaluation and controlled simultaneously for the age and sex of the child and differentiated among types of families. He found that children of divorce constituted one-third of the referrals, a far higher proportion than the referrals from the general population. He also indicated a number of findings specific to particular age-sex categories, such as high drug use among adolescent girls from divorced homes. Overall, the main conclusions presented in clinical studies show children of divorce as highly, though often temporarily distressed.

In a series of papers, Wallerstein and Kelly (Kelly & Wallerstein, 1977; Wallerstein & Kelly, 1974, pp. 479-505, 1975,) report observations of children around the time of a marital separation/divorce, and one year later. In the preschool group, they report that children's reactions included regression, fretfulness, cognitive bewilderment, and neediness. The most enduring symptom was pervasive neediness (Wallerstein

& Kelly, 1975). The initial reaction of the early latency group of children was pervasive sadness, intense strain, and immobilization (Kelly & Wallerstein, 1977). In the later latency group, the single most significant feeling was anger. They found that one year later that even in the later latency children whose difficulties had mostly subsided, the anger and hostility aroused around the time of divorce lingered on longer and more tenaciously than did other affective responses (Kelly & Wallerstein, 1977).

Several recommendations regarding aiding these children of divorce families came from the above (Kelly & Wallerstein, 1977) studies. They emphasized the importance of a thorough knowledge of developmental issues and for considering each case individually in regard to the history of the divorce process, the pre-divorce relationships with the family, the child's view of divorce, the support systems available to the child or parents, and the parental reaction to the divorce.

There is a general agreement in the body of literature to support that children do have considerable difficulty at the time of the divorce of their parents. This difficulty can take a variety of forms, including symptom formation, behavior problems, and interpersonal difficulty. It is also generally accepted that the problems that do emerge need to be considered in terms of the developmental stage of the child.

The child's adjustment to divorce situations has long been overlooked. While there are numerous theoretical approaches, there are few explicit treatment approaches with meaningful data (Rice, 1978).

The purpose of the present study is to provide a step in the direction of fulfilling both of these needs.

The Problem

Children whose parents are divorced are faced with many stressful adjustments in their lives. These adjustments are accompanied with intense emotions and many stressful situations for children to cope with. Often if these children do not understand their feelings clearly and are not encouraged to express them appropriately they may develop inappropriate behaviors, suffer in their coping abilities, experience serious emotional problems. However, if these children grow in their personal and social adjustment and are helped to be aware of their feelings, express them and cope with them, they may successfully adjust to their new family life. This improved adjustment can help these children function better as they develop and grow.

Purpose of the Study

The purpose of this study was to investigate the effects of a children of divorce group on children of divorce selected by school counselors as exhibiting some learning, emotional, or behavior problems in the classroom. These children of divorce groups were designed to provide the opportunity for these children experiencing emotional, behavior or learning problems in the classroom to examine and clarify their feelings about divorce and assist them in developing new alternatives to deal with the problems associated with all the adjustments in divorce. It was proposed that these children will find an environment in this group that will promote and facilitate their expression of feelings and thoughts regarding their individual

situations. This study examined the effects this treatment intervention, children of divorce group, has on the learning behavior and personal and social adjustment of children.

Rationale for This Study

✓ There seems to be little consensus on the specific modality or method for assisting children of divorce through the educational group process. There seems to be very little quantitative research specifically designed to show how effective a certain approach is. This proposed research was designed to examine the effectiveness of an experiential approach to divorce education group and provide data regarding this specific approach's effect on learning behavior of children and personal and social adjustment of children.

7 In terms of modality of providing that assistance, the efficacy of group counseling in an educational setting has been somewhat verified (Glasser, 1979; Sonestegard & Dreikurs, 1973). In general the basic benefits of this type of group are development of individual problem-solvers capable of applying new skills both at home and school. Additionally the divorce group offers the children a chance to integrate information about divorce with personal experience and understanding of divorce. This approach of affective education, employing vehicles for more direct engagement of students' personal feelings about the subject, has had positive support in the literature in the education field in recent years (Axline, 1947; Ginott, 1961; Miller, Nunnally & Walkman, 1975; Moustakas, 1959; Simon, Howe & Kirschenbaum, 1974; Wittmer & Myrick, 1974).

The Need for the Study

The question of how seriously are children affected by divorce is not yet completely clear. The evidence suggests that the impact of divorce and resulting period of adjustment can be both painful and damaging (Hetherington, Cox & Cox, 1975; Wallerstein & Kelly, 1975). In the Kelly and Wallerstein study (1977) of children of divorce, they found three patterns of adjustment five years after divorce: (a) about one fourth of the children were found to be resilient and doing well, (b) about one half were found to be muddling through, and (c) one fourth were found to be bruised and failing to recover. With these statistics in mind, there appears to be a great need for children to receive aid in the adjustment to divorce through assistance in learning better coping skills and in working through their feelings.

In spite of the knowledge of the need for children of divorce groups and the acknowledgement of effectiveness of groups for preadolescent children, there appeared to be little significant research specifically in this area. In addition, there seemed to be a need for qualitative and quantitative research which will show what approach is effective with children in aiding them in coping with the multiple stresses of divorce.

Definitions

In this study the following terms have the meaning as defined.

Divorce education -- In generic terms, divorce education encompasses the designed course in this study and numerous other didactic kinds of presentations on divorce and divorce adjustment.

Children of divorce group -- In this study children of divorce group is operationally defined as a five-week course designed by the experimenter, including dialogue, brainstorming, role-play, role-reversal, family sculpting, puppetry, and live vignettes.

Organization of the Remainder of the Study

The purpose, rationale, need for the study and definitions were presented in Chapter I. Chapter II includes a review of the literature. Chapter III contains methods and procedures of the study, the description of instruments, and the treatment. The research findings are presented in Chapter IV. Chapter V includes a summary of the study and a discussion of the results as well as recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

The review of literature related to this study is focused on the following areas: (1) divorce statistics for the United States and stress of divorce; (2) effects of divorce on children; (3) group counseling with children; (4) current research specifically on children of divorce groups.

Divorce in the United States

The increase in divorce in the United States has introduced new problems and challenges to present-day child counseling services in the school as well as mental health agencies.

Recently Bloom, Asher, and White (1980) have summarized National Center for Health Statistics and U.S. Bureau of the Census data. In 1979 alone, more than two million new marriages were reported; however, more than two million marriages that same year ended in divorce. Further, these same divorces included more than 1,000,000 children who experienced the impact of family dissolution. While marriage rates appear to be stabilizing, divorce rates have shown a gradual acceleration for more than a decade. The consequences of these statistics on the quality of family life and effects on children seem to be far reaching.

In Florida in 1979 according to the 1980 Census there were 103,245 marriages and 69,707 divorces. In the United States in 1979 there are

11.7 divorces per 1,000 people and in Florida 7.9 divorces per 1,000 people. The number of children involved in divorces according to the 1980 Census is approximately one per divorce. In Seminole County, Florida, there were 1,380 marriages in 1979 and 540 divorces out of a population of 168,000 persons. This means approximately 540 children were affected by divorce in this area in 1979. There has consistently been an increase in divorce rates in the last decade and concurrently an increase in the number of children affected by divorce.

In recent years, there have been significant changes in the study of divorce and its impact on families. Researchers no longer see divorce as a single stressful event or as a time-limited crisis (Caplan, 1961) which has potentially enduring effects on those who experience it. Rather, they increasingly view divorce as being a life transition period, consisting of a process which extends over time and which may have varying impact and effects on family members (Bloom, 1979; Felner, Stolberg, & Cowen, 1975).

This new framework suggests that separation and divorce are events that lead to changes in a variety of areas with which family members must cope (Hetherington, Cox, & Cox, 1975) including practical concerns, child raising, and interpersonal relationships. The extent of divorce associated stresses and tasks, as well as the psychological and environmental resources that the individual brings together in coping with them, may significantly influence the differences in the vulnerability of the adults (Bloom, 1978), and children (Felner, Farber, & Primavera, 1975) experiencing divorce.

Essentially children experiencing the divorce of their families have multiple adjustments to make to all the new changes in their lives. Often during a divorce they move, change school, have a loss of one parent from the home, have a loss or change in relatives and extended families, in addition to the usual developmental issues and adjustments in their lives (Wallerstein & Kelly, 1980). These kinds of changes would seem to impact children's lives and stress their coping skills to the maximum.

The concept that life events, such as divorce, marriage, birth, death, have an impact on subsequent functioning is an age-old notion (Toffler, 1970; Holmes & Rahe, 1967). However, the emphasis in recent decades in primarily intrapsychic factors seems to have led to a de-emphasis on the role of real life changes. There is currently a renewed emphasis on the empirical study of the impact of life events on subsequent functioning. This emphasis is illustrated by a series of studies by Holmes and Rahe (1967), Rahe, Mahan, and Arthur (1970), Rahe, McKean, and Arthur (1967). The researchers utilized and developed a list of 43 (later 55) life events each of which was given a score that reflected the degree of adjustment expected to be needed to cope with it. Mainly used with adults, it gives the highest score to death of a spouse, with marital separation and divorce near the top of the list. A score composed of the number of life events times the number indicating the adjustment as computed for a given period of time was shown to correlate in a number of studies with the onset of physical and psychological illness.

No parallel studies seem to have been done in children yet. However Coddington (1972), in a study that utilized the general

framework of Holmes and Rahe (1967) attempted to apply it to children through asking others about them and found that teachers, pediatricians, and mental health workers rated the following three events as those requiring the greatest amount of adjustment in children: death in the family, parents divorced, and parents separated.

These sheer numbers of children affected by divorce raise concern regarding the adjustment of these children in their developmental years. Gardner (1977) reports that his book, The Parents' Book about Divorce, is based on the assumption that the child of divorce is more likely to develop harmful psychological reactions than the child who grows up in an intact, relatively secure home. He states, "I do not believe that separation and divorce necessarily cause children to develop psychological problems, however; the situation is one that increases the risk for development of such difficulties" (Gardner, 1977, p. 1).

Other authors report that divorce is not automatically a destructive experience. Dr. J. Louis Despert, psychiatrist and author of Children of Divorce, found that in her therapeutic practice she treated proportionately fewer children of divorce than are found in the general population. She concludes, "It is not divorce but the emotional situation, with or without divorce, that is the determining factor in the child's adjustment" (Despert, 1953, p. 57). Research evidence supports Despert's early contention that divorce is not necessarily a tragic and threatening influence on children, although it is a disruptive influence in their lives that does necessitate adjustment.

It is clear that divorce is a time of crisis for children. Recognizing the multiple adjustments children have to make during the

process of divorce coupled with the increase in children affected by divorce, the need for helping strategies to aid these children seems to be apparent. In spite of these facts, there is little significant research in the area of intervention programs or education groups to facilitate these children's adjustment. Two questions are raised relevant to this project. (1) What are the effects of divorce on children? (2) How can society best aid these children to cope with these effects?

The Effects of Divorce on Children

The amount of literature on the effects of divorce on children is limited. A review of respected research provided relatively few studies focused on this area. This section reviews the existing literature.

Research relevant to children of divorce can possibly be categorized in two respects: that research which is focused primarily on the single-parent family with special reference to children's issues and that research which is focused primarily on the children of divorce.

Research Dealing with Single-Parent Families

Much of the earlier studies of divorce and children (1950s and 1960s) seems to be found within the research tradition of studies of single-parent families with special reference to children living in these families. This research, results, and related problems are discussed here.

Most of these studies focused on demonstrating causal relationships between a child's living in a single parent household (primarily a "father absent" household) and a child's becoming delinquent, failing in school, developing inappropriate sex role attitudes, and behaviors,

or exhibiting other types of problems (Leviton, 1979). These families were not viewed as normal families. One of the earliest studies completed by Herzog and Sudia (1973) examined studies related to fatherless homes. These studies emphasized three conclusions. First, since existing data do not allow a decisive answer to questions about the effects of fatherless families, these deserve study as a family form in itself rather than as a "broken family." Second, there is a need to shift focus from the assumptions that a single variable (for example, how much children are harmed by growing up in a fatherless home?) is the determining factor in the results. Third, the studies suggest looking at the cluster of interacting factors all of which contribute to the child's adjustment.

In an examination of research related to divorced mothers, Brandwein, Brown, and Fox (1974) found studies in various disciplines comparing socioeconomic status for married and divorced women, studies of the effects of father absence on children, studies of roles with and without sex-role stereotyping, and effects of stress upon families. However, little attention was paid to the female headed family as an operating social system following divorce. This seemed to be demonstrated by the fact that there was little attempt made in the literature to integrate these various pieces of knowledge into an understanding of how women cope in the single-parent situation, what effects various constraints have upon them and what variables determine certain women's capability to overcome these restraints.

The topic of motherless families was reviewed by Lewis (1978), Orthner, Brown, and Ferguson (1976), Orthner & Lewis (1979), and

Schlesinger (1978). The major issues which emerged from these reviews were areas of difficulties in single-parent male households. These single parents had financial problems, child-care difficulties, social life balance issues, and general housekeeping difficulties. These added stresses contributed to an increase in personal problems and most felt a lack of community support. Lewis (1978) feels that what we need in studying the motherless family is child-centered research.

The views that single-parent families are deviant forms, that they are homogeneous, and that they invariably cause dysfunctioning in children seem to have led to biases and problems in the choice of samples, designs, instruments, and procedures in research. Some of the problems include the use of single outcome measures, often of unknown quality, the lack of adequate controls for factors such as social class and education, the failure to distinguish among types of father absent families (e.g., death, divorce, never married), and the failure to use comparison groups of two-parent families where needed (Leviton, 1979). However more recent research studies have tended to be less subject to these problems. Many have focused on the strengths as well as the difficulties of such families, viewed them as transitional forms, and introduced more adequate quasi-experimental and survey designs and data analysis methods. Also the more careful studies have not automatically assumed that children of divorce will fare more poorly than children in two-parent homes (Biller, 1970; Herzog & Sudia, 1973; Radin, 1976; Shinn, 1978).

These earlier studies though inconclusive suggest some of the factors that need further exploration. Future studies need to consider

the child's age and gender, the family's socioeconomic status and ethnicity, the nature of the relationship between the child and the "absent" parent, and the relationship between the parents themselves, both before and after divorce.

Research Focused on Children in Single-Parent Families

McDermott (1968) stated

It is difficult to separate the effects of divorce from those of the prolonged trauma and strain preceding it. The child's reactions also depend upon such factors as his or her age, sex, extent and nature of family disharmony prior to divorce, each parent's personality and previous relationship with the child, the child's relationship with siblings, as well as the emotional availability of all important people during the divorce period, and his or her own personality strengths and capacities to adjust to stresses such as separation in the past. Furthermore, in any study of the child's reaction to the divorce, it is important to recognize the considerable difficulty in differentiating the impact of several factors: 1) direct impact on the child of the strife around the divorce; 2) immediate reactions of the child to the loss of a parent; 3) the impact of the divorce on the remaining parent reverberating in the child; and 4) the impact, probably sometime later, of the loss of a parental mode. (p. 1424)

With this in mind, some of the more significant research studies of the effects of divorce on children are reviewed.

McDermott (1968) examined 16 nursery school children whose parents were divorced in Michigan. Some of his findings from this study were

1. For the majority of children this age divorce has a significant impact and represents a major crisis. There is often an initial period of shock and acute depressive reactions. Clinically observed regressive phenomenon were followed by restoration of previous skills and subsequent resolution and mastery in play and speech.

2. Sex differences were noted with boys demonstrating more dramatic changes in behavior, characterized by abrupt release of aggressive and destructive feelings.

In this area of research focused on the impact of divorce on children, the two most notable studies began early in the 1970s. One by Hetherington, Cox, and Cox (1975) employed the design and analysis techniques found only in the most sophisticated studies of the single-parent research. The other, by Wallerstein and Kelly (1980) brought the perspectives and methods of clinical research to the study of a nonclinical sample of children. Though one of these key studies is quasi-experimental and the other is primarily clinical in approach, they share several strengths which have given them their stature as classic works in the field. Both studies were concerned with the impact of divorce on normal, rather than atypical or clinical samples of children. Both employed longitudinal designs so that changes in the effects of divorce over time could be measured. Both studies gathered initial data near the time of parental separation or divorce, and therefore are not subject to distortions and uncertainties associated with retrospective data. Both used direct observation of children and their families. Both attempted to look at the families as a unit or system and to understand how differences in family functioning, before, during and after separation and divorce could have different consequences in children. Both employed dynamic, process variables, and utilized multiple measures and procedures in order to understand more fully both continuity and changes in the children and their families.

Wallerstein and Kelly (1980) conducted a longitudinal divorce project with the purpose to document how the experience of divorce

affected the psychological and social development and the parent-child relationship of children and adolescents. They also set out to develop procedures to diminish the distress and problematic outcomes associated with divorce. Thus their project combined research on divorce with research on the effectiveness of an experimental intervention program. The sample consisted of 60 families with 131 children. The children initially ranged in age from 8 to 18 years.

In their study, Wallerstein and Kelly found that parenting capacities deteriorated, that the first year was a most stressful and critical time, and that the relationship of non-custodial father both to former spouse and to the child was a critical factor in the child's adjustment. The most distressed children were found to be those who became the focus of their parents' conflicts; those whose custodial parents were, themselves, most distressed; and those whose parents received little emotional support from family and friends.

A major contribution of this project has been the delineation of the different outcomes for children of different ages or developmental levels. For example, preschool age children typically reacted with denial and they frequently assumed they had a part in causing the divorce. Children of 7 and 8 years old were characterized by pervasive sadness. The 9 and 10 year old children felt shame and anger but were able to utilize a variety of mechanisms to deal with their feelings. The attention to the different reactions of children at different developmental levels is one of many positive features of this study. Notable problems in the design are representativeness or bias of the

sample is hard to estimate and the lack of control or comparison group is troublesome.

Hetherington, Cox, and Cox (1975) also completed a significant longitudinal study of the two years following divorce. They investigated 48 divorced parents and their preschool children and a matched group of 48 intact families. In the families which the authors studied there was none in which at least one family member did not report distress or exhibit disruptive behavior. They did not encounter a "victimless divorce." Disorganization and disrupted functioning seemed to peak at one year and be re-stabilizing by two years following divorce.

Not only did this study document the severe stress and disorganization of families the first year after divorce but it also examined the coping mechanisms of mothers and of fathers. Of particular relevance here are the findings of how divorce affects parental functioning. Both mother and father were found to feel incompetent, lonely, alienated, and depressed. On almost every measure utilized by this study the divorced parents were found to be coping far less well than the non-divorce parents. For example, divorced parents made fewer maturity demands on their children, were far less consistent in their discipline, were less apt to reason with their children, communicated less well, and were less affectionate. Overall, they had less face-to-face interaction with their child. Furthermore, the children of divorced parents showed much more negative behavior than children in non-divorced families; they tended to show less affection, less

compliance; they made more dependency demands and exhibited more nagging and whining behaviors (Hetherington et al., 1975,1976).

One of the most important features of this study is the description of the cycle of negative parent-child interaction that occurs in many families of divorce. A decline in the mother's parenting skills was associated with increased aggressive and other undesirable behaviors by her son; this increased aggressive behavior was associated with increased coercive behavior on the part of the mother which, when ineffective, not only increased her son's negative behaviors but also increased her own feelings of helplessness and incompetence (Hetherington et al., 1975).

Raschke and Raschke (1979) included 75 children of one-parent families in their study of 289, third, sixth and eighth grade students. The findings lend support to the proposition that children are not adversely affected by living in a single-parent family, but that family conflict or parental unhappiness can be detrimental, at least to self-concept, which is also a measure of social and personal adjustment.

In a study by Felner, Farber, Gentu, Baike, and Cowen (1980) that examined whether children of separation/divorce experience more associated family disorganization and stress than those from homes broken by death or from intact families. Ratings of children's levels and types of parental attention, family problems, and economic hardships were obtained on three independent samples. The findings indicate divorce per se, and not the more general case of family stress, is significantly related to increased levels of family stressors for the

child. Children with histories of parental separation and divorce were seen to be experiencing significantly lower levels of educational stimulation from parents, as well as greater parental rejection, economic stress, and general family problems than those from homes broken by parental death or from intact families. These authors suggest that these demonstrated differences in the school adjustment and patterns of children with divorce be considered in planning of prevention interventions for these children.

Jacobson (1978) examined the association between the child's psychosocial adjustment and the amount of time and activity lost with each parent after the parental separation. The sample consisted of 30 families (51 children) all of whom had experienced a parental separation within the 12 months prior to the research interview. Child adjustment was measured through the use of the Louisville Behavior Checklist. Time and activity lost with each parent were identified by an instrument developed by the author. Findings indicate that there is a wide range of change for children in time and activity with parents after separation. It can range from time lost to time gained with one or both parents. Findings indicate a statistically significant association between time lost in the presence of father and current adjustment. The more time lost the higher the maladjustment score. Findings were stronger for children age 7-13 than those 3-6. No significant association between time lost with mother and child adjustment was found. The study supports the importance of father-presence for children within the first year after a parental separation.

Weingarten and Kulka (1979) in their study of the long-term effects of parental divorce in childhood on adult adjustment looked at relationships between experiencing a parental divorce or separation prior to age 16 and variety of measures of adult adjustment and psychological functioning. They utilized data from two national surveys conducted nearly 20 years apart. Although few differences between adults from parentally divorced and intact family backgrounds persist when controls for contemporary circumstances and other social background factors were included, two modest trends are still evident. First, although associations between psychological distress and early experience with parental divorce have weakened somewhat over the past two decades, coming from a non-intact family of origin still has some significance for adult psychological well-being. Second, men and women from non-intact families of origin display different patterns of adjustment to and valuation of the major life roles of spouse and parent. Nevertheless because such relationships are not very powerful, it is concluded that contrary to much of the literature and popular thought, these early experiences have, at most, a modest effect on adult adjustment.

The above studies have contributed to the understanding of the effects of divorce on children: (a) specifically as to the developmental perspective, delineation of different outcomes and effects on children of different ages, and (b) as to the perspective of severe stress and disorganization that is experienced by families the first year after divorce.

However, in terms of looking at constructive ways to aid children in coping with the stresses, multiple changes and disorganization after divorce there appears to be little research. Specifically there are few significant studies of children of divorce groups geared to researching prevention methods or teaching of coping skills to facilitate adjustment.

Group Counseling with Children

From a survey of notable contributors and authors in the field of group counseling Gazda, Duncan, and Meadows (1967) composed this definition.

Group counseling is a dynamic interpersonal process focusing on conscious thought and behavior and involving the therapy functions of permissiveness, orientation to reality, catharsis, and mutual trust, caring, understanding, acceptance, and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with one's peers and the counselor(s). The group counselees are basically normal individuals with various concerns which are not debilitating to the extent requiring extensive personality change. The group counselees may utilize the group interaction to increase understanding and acceptance of values and goals and to learn and/or unlearn certain attitudes and behaviors. (p. 306)

The rationale for group counseling stems from the nature of human beings and their societal relationships. Personality is largely the result of interaction with other significant human beings. According to Hanson, Warner, and Smith (1976) the group becomes a microcosm of society where group members and the leader can observe patterns of behavior and then work through problems that need resolution. The "problems usually are based to some extent on a social interaction and thus are best resolved or solved in a social setting -- a group" (p. 8).

Developmental considerations are of prime significance since different approaches are necessary with different age groups. For example, some counselors advocate the use of play procedures in the lower grades. "It is thus advocated that such techniques as play therapy fit the lower grade level much better than do the more verbal counseling approaches" (Cox and Heir, 1968, p. 63).

Use of play media and guidelines for the approach are provided and outlined by Ginott (1961), Axline (1947), and Moustakas (1959). According to these authors, the counselor accepts the child, allows him to express his feelings, and waits for the child to come to terms with himself. Moustakas (1959) describes this process as one which the counselor might expect that children in groups will generally play with toys that help them release aggression in the early stages of group counseling and gradually move to real-life toys and toys that enhance self-image as counseling progresses.

Some of the rationale for utilizing groups with children include the potential benefits inherent in a group situation. Dinkmeyer (1968) concludes that the major therapeutic effects of group counseling stem from the recognition that most problems are primarily social or interpersonal in nature. The child must learn to interact more effectively within the group. Group counseling satisfies the condition by providing direct experience in social interaction. Members of the group come to understand their own behavior by observation and identification with the behavior of others. This process provides the child an opportunity to consider alternative behavior and test reality.

One of the primary benefits is that the process of group counseling enables members to fill a genuine sense of belonging, regardless of any individual's shortcoming. Dinkmeyer states (1968), ". . . indeed, the child often acquires a sense of belonging because of his deficiencies".

Group counseling enables the child to develop social interests. In the group the child can show his concern for others and can participate in the problems of daily living (Dinkmeyer, 1968). In his position as member of the group, the child may see that other children have problems similar to his own. Group counseling is also seen as facilitating the corrective process. The child is able to receive feedback about his behavior and can thus develop new behavioral strategies for interpersonal problems.

Ginott (1961) suggests that some of the types of children that may be best helped in group situations are as follows:

1. children who experienced a severe trauma, death or divorce
2. severe sibling rivalry
3. children who steal
4. children who seem to have little conscience, low affect, little sense of right or wrong

Primarily the usefulness of group counseling with pre-adolescent children is supported and documented in the literature by the works of Glasser (1969) and Sonestegard and Dreikurs (1973). These authors suggest that the benefits of this type of group is the development of individual problem solvers capable of applying new skills both at home and at school.

Models published in the literature have been proposed by Froiland and Hozman (1976) and Kessler and Bostwick (1977). However these models for children of divorce groups have not been researched as to effectiveness.

Research Conducted Specifically in Children of Divorce Groups

A search of the literature yielded five specific studies on children of divorce groups that seem to relate to the problem being researched. These studies are described in this section.

The first study is not a study of a treatment group but of children of divorce in a school setting. Hammond (1979) conducted a study of 83 intact and divorced families. The purpose of this study was two-fold, first to investigate the differences in self-concept, school behavior, and attitudes between children of intact and divorce families and second, to obtain specific data from the children of divorce on the positive and negative effects of divorce on themselves. Data demonstrated significant differences in some areas and not others. Data from teachers indicated there were no significant differences in reading and mathematics achievement between children of intact and divorced families. The teachers rated boys of divorced families significantly higher than boys from intact families in the school problem areas of "acting out" and "distractability" while there were no significant differences between females on these measures. As measured by the Pierce-Harris scale there were also no significant differences in self-concept between children of intact families and divorced families.

The results from this study lead to the general recommendation that counselors provide better intervention counseling services and support to the children of divorce.

Bebensee (1980) investigated differential effects divorce adjustment has on self-concept, intellectual functioning, school and home behavior of children of divorced parents in fourth, fifth, and sixth grades. In this study 21 students were assigned to the treatment group, 20 to the treated control group, and 20 to the untreated control group. It was found that the treatment group when compared to the control group improved significantly in the areas of self-concept and home behavior. The treated control group when compared to the untreated control group improved significantly in the areas of self-concept and home behavior. From these results Bebensee concluded that group counseling regardless of techniques chosen does aid in children feeling better and helping to successfully function in their environment. In looking at these results and study, one might question these conclusions based on so small a sample.

Brody (1982) conducted an investigation of the effects of parental divorce on third graders. This is one of the first studies of the effects of divorce on school age children conducted in a normal setting rather than a clinical setting. The sample consisted of 133 children in 5 intact third grade classrooms in Catholic schools in Arizona. Three of these classes were located in lower socioeconomic status areas, and two were in upper socioeconomic status areas.

This study compared children of divorce with children of intact families on the Separation Anxiety test and the Child's Behavior Trait's Checklist. Only one statistically significant finding was noted at the .05 level of significance. The children of divorce in one school expressed a much greater need for individuation than did children from intact families. No significant findings were found in the Child's Behavior Trait's Checklist. The primary limitation of this study was the problem of generalizing to other populations. Generalizing would be limited done with caution due to the private and specific religious nature of this studies' population.

Worley (1981) conducted a study comparing parent and child education groups facilitation divorce adjustment among children. This study was designed to assess the effectiveness of parent education and child education in facilitation divorce adjustment. Twenty children participated in an eight week education group while another 14 children participated only in an assessment procedure and did not receive treatment. The parents of the group of 14 children participated in a parent education program designed to assist them in working with their children. Both groups of children were compared on behavioral and attitudinal measures to ascertain differences which might have occurred as a result of the two treatments. No significant differences between parent education and child education were found on the post assessment scores.

Young (1981) also conducted a study on psychoeducational groups intended to impact the level of adjustment of latency age children of divorce. Treatment included participation in a group experience consisting of mini-lectures about divorce, interpersonal relations skill building exercise, and role playing of divorce relevant to parent-child interactions.

This study assessed the childrens' behaviors at home, behaviors at aschool and attitudes toward their parent's divorce utilizing the Louisville Behavior Checklist, the School Behavior Checklist, and the Children's Attitude Towards Parental Separation Questionnaire. There were 38 children who were subjects in this pretest posttest control group design. The treatment was three months in duration. In addition at the posttest time a parental questionnaire and child questionnaire were administered. This study collected data with objectives measures as well as subjective measures of the treatment. This allowed for a broader range of assessment. The following conclusions were found in this study: (1) that parents of children in the experimental group reported greater increases in frequency of parent-child interactions following being in the group experience (2) that neither sex of the child nor remarriage by the custodial parent has a significant effect on the adjustment level of the participaints. (3) that the time since the parental divorce was related to the adjustment level to the extent that the more recent the divorce the higher frequency of deviant behaviors at home were reported by parents.

Summary

With the increase in the number of children from divorced families attending school, the education system will need to deal with the

behavioral and emotional effects of divorce on these children. In addition the evidence about the effects of divorce in children seems to be varied. Most writers, however, concur that the divorce is a crisis situation requiring many adjustments and increased coping among these children. These children can either learn and grow in their ability to cope with the adjustments or develop serious emotional problems because of their inability to handle the situations well. To date there are only a few published dissertations reporting research on children of divorce groups. These data are certainly not adequate to draw conclusions from regarding how best to aid children from divorced families. This study will look at a particular approach to children of divorce group counseling and its effects on learning behavior and personal and social adjustment of these children.

CHAPTER III

METHODOLOGY

The Design of the Study

Overview

The general method for this study involved children of divorced parents referred from the Seminole County school population of fourth and fifth graders to the children of divorce groups. Half the children were randomly assigned to the children of divorce group. The research design was a randomized control posttest design (Isaac & Michael, 1971). A total of seven groups with six children in each were assigned to the experimental group. The other half of the children were assigned to the four control groups and they did not receive the treatment but were included in equivalent groups designed to focus on the subject of friendship. As a posttest the teachers were then asked to complete the Creamer Behavior Rating Scale in children who completed both the control and experimental groups. The experimental and control groups also completed the California Test of Personality (Thorpe, L.P., Clark, W.W., Tiegs, E.W. 1953).

Purpose of the Study

This study examined a specific treatment intervention of children of divorce groups developed by this researcher. These children of divorce groups were designed to provide the opportunity for these children experiencing emotional, behavior or learning problems in the

classroom to examine and clarify their feelings about divorce and assist them in developing new alternatives to deal with the problems associated with all the adjustments in divorce. It was believed that these children will find an environment in this group that will promote and facilitate their expression of feelings and thoughts regarding their individual situations. This study attempted to look at the effects this treatment intervention, children of divorce group, has on the learning behavior and personal and social adjustment of children.

Hypotheses

This study focused on four hypotheses related to children whose parents are divorced and the children's adjustment as compared to similar children experiencing an equivalent group situation (control group). The following major null hypotheses were tested:

1. There will be no significant difference between treatment effects on the children of divorce groups and the control group regarding learning behavior.
2. There will be no significant difference between treatment effects on the children of divorce group and the control group regarding personal adjustment.
3. There will be no significant difference between treatment effects on the children of divorce group and the control group regarding social adjustment.
4. There will be no significant difference between treatment effects on the children of divorce group and the control group regarding total adjustment.

The main effects of sex, attendance, and grade (fourth and fifth) were also computed to determine if there were any significant differences on all of the above hypotheses.

Population and Sampling Procedures

Population

The population for this study was selected from those fourth and fifth grade children in seven Seminole County schools whose parents had been legally divorced. The proportion of boys and girls in each school is about equal. Students in the educable mentally retarded and emotionally disturbed special education class were excluded because of their exceptionality.

From this group the experimenter, with the help of the school counselors, identified those boys and girls who were exhibiting emotional, behavior or learning problems in the classroom setting. Specific criteria for selection given to the counselors were

1. children whose parents are legally divorced
2. children exhibiting behavior, emotional or learning problems
3. children in fourth or fifth grade
4. an equal number of boys and girls

Sampling Procedure

The custodial parent of each of the children in this population selected for the children of divorce group was sent an informed consent form and a letter outlining the purpose of the children of divorce study and asking for permission to include the child in the study (see Appendix B).

In the schools with sufficient referrals with above positive returns on consent forms, the experimenter randomly assigned three boys and three girls to the experimental group and three boys and three girls to the control group. This was done by randomly numbering each child's parental consent and then selecting the first three chosen from a list of random numbers into the experimental group and the next three into the control group. Provisions were made to do four control groups as equivalent groups for the study.

At this point the equivalent control group members' custodial parents were sent the informed consent forms for the friendship group (see Appendix D) requesting parents' permission for the students to be included in the study. Those students randomly assigned to the control group were offered a children of divorce group at a later date.

The number of boys and girls in the experimental and control groups for each school is shown in Table 1.

Originally the study had been designed to include eight experimental groups, but the Altamonte school had to be dropped as this group did not meet the criteria as set up and did not hold the intended number of sessions. The counselors included 9 and 10 year olds who were in the second and third grade.

Those students selected to be included in the groups were interviewed by the group leader, given a brief explanation of group counseling and asked if they would like to participate in a group. Participation was voluntary.

Table 1
Number of Boys and Girls in the Experiment and
Control Groups for Each School

School	Experimental		Control		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
1. Sterling Park	3	2	3	3	6	6
2. Eastbrook	4	2			4	2
3. Lake Mary	3	4	4	1	7	5
4. Lake Mary	4	2	3	3	7	5
5. Hopper	2	3			2	3
6. Lake Orienta	3	2			3	2
7. Longwood	3	2	5	3	8	5
Total					37	28

Selection and Training Procedures for Group Leaders

The group leaders were all professional counselors and all female. Each of the two counselors met the following criteria:

1. both had only theses to complete to have a master's degree in psychology
2. both had interned one year in a mental health setting
3. both had participated in co-leading children's groups in a school setting consulting from a mental health setting

4. both were trained in this specific model of children of divorce groups

These counselors were trained in this model (see Appendix C) of children of divorce group by the following procedures:

1. both received written information on specifically what was the content of each session as described in Appendix C.

2. both co-led one full children of divorce group with this experimenter who developed the groups.

The equivalent control group (the friendship group) was developed and designed by the experimenter and led by the experimenter. The design for the friendship group is described in Appendix D.

Procedures

This researcher first contacted the school board office for permission and sanction to conduct the study. Then each principal of each school included in this study was contacted and given information about the study and permission obtained to proceed. At this point the counselors were contacted to discuss with them the fact that permission had been granted and the procedures for beginning the study.

During the first week the counselors were given the criteria for selection and asked to send out informed consent forms explaining the study to the custodial parents. From the positive returns the children were randomly selected to the experimental and control groups. The control parents were then sent a parental permission form delineating the content of the group and purpose of the study.

During the second week the leaders interviewed the children for both the experimental and control groups. The third through seventh weeks were the times that the experimental groups received the children of divorce unit. The control group received the friendship unit. The groups were held for five weeks, twice a week for 45 minutes.

The eighth week was the posttreatment assessment period. The teachers were asked to complete the behavior rating scale. The children were given the California Test of Personality (1953).

Instruments

Creamer's Learning Behavior Rating Scale

The Creamer's Learning Behavior Rating Scale (Creamer, 1982), hereafter referred to as the CLBRS, is a 30-item Likert-like scale (see Appendix A). As part of the validation, the instrument was self-administered by each participant's primary teacher at the beginning and at the end of the experimental program. The instrument is designed to help teachers describe their perception of each individual student's learning behavior in the classroom setting.

The CLBRS is based primarily on the research conducted by Swift and Spivak (1969) in which they found that children's overt behavior in the classroom that proved to be detrimental to learning could be categorized into seven basic behavioral factors. Children who could not maintain a successful and positive interaction with the learning environment generally exhibited the following:

1. engaged in behavior that required teacher intervention and control;

2. were overdependent on the teacher;
3. had difficulty concentrating and paying attention;
4. entered the classroom with fewer ideas and materials than other children;
5. became upset under the pressure of academic achievement more often than other children;
6. often did "sloppy" work or responded impulsively; and
7. frequently became involved in teasing, annoying or interfering with the work of other children.

The instrument has demonstrated consistent split-half reliability of between .87 and .93, and test-retest correlations of .86 and above. A correlation coefficient of .74 was found when the scores of the CLBRS were compared with the Burks' Behavior Ratings Scale (Creamer, 1982).

Concomitant with this, the items selected for the instruments were judged by a panel of educational specialists to be properly descriptive of a specific observable aspect of behavior and easily understood in clear, concise and functional terms. In addition, each item demonstrated a statistical propensity (through factor analysis studies) to be grouped with other items into a category that could later be assigned a behavioral meaning and a label (Creamer, 1982).

California Test of Personality

The California Test of Personality is developed around the idea that life adjustment is a balance between personal and social adjustment. Personal adjustment is assumed to be related to feelings of social security. More specifically items on the personal adjustment half on the test are designed to measure indications of the six

components of personal security. The items of the social adjustment half of the test are designed to measure the six components of social security as developed by Thorpe, Clark & ties, 1953.

The coefficients of reliability and standard error of measurement have been computed for the sub-sections and totals of this test. These reliability coefficients have been computed with the Kuder - Richardson formula and indicate the test is reliable.

Description of the Treatment Model and Purpose

The basic intent of this study was to create an experimental educational approach to divorce education group that would help students locate and identify their current feelings and attitudes about divorce in a sensitive and exploratory way. This approach involved students actively participating in a group in such a way as to facilitate integration of the information about divorce with personal experience and understanding of divorce. This approach to affective education, employing vehicles for more direct engagement of students' personal feelings about the subject, has had support in the literature in the education field in recent years (Simon, Howe, & Kirschenbaum, 1972; Wittmer & Myrick, 1974).

This experimental approach to divorce education involved art, role play, puppetry and other activities designed to facilitate expression of thoughts and feelings regarding divorce adjustment. In addition an emphasis was put on developing problem-solving skills for difficult situations children encounter in divorce. For the most part, the primary vehicle for learning was in the children creating and sharing

their own views of divorce and in changes in their lives by developing scenes and vignettes of their choosing and then acting them out through role playing. These role-playing scenes were followed by a discussion of their feelings regarding the scenes.

There were five sessions, twice a week, for a total of 10 sessions. Each session was 45 minutes long. A description of each session follows.

Sessions I and II

The purpose of the first two sessions would be to lead into the topic of divorce with low-risk exercises to facilitate the group's getting acquainted as well as introducing the notion they all have something in common as children of divorce. Also in the first session group rules of confidentiality, group structure and format would be shared. A warmup getting acquainted exercise, the name game, would establish group self-disclosure. Divorce bombardment was the exercise that focuses the group on the topic of divorce. Primary focus would be initially group sharing, self-disclosure, rules of confidentiality, and respect for differences.

Sessions III and IV

The third and fourth sessions focused on increased group involvement by open discussion focusing on each individual's personal experience. For group continuity each session would begin with a variation of the name game. Second a discussion of the changes in each individual's life since the divorce will ensue. An art experience utilizing the magic jar in which you can draw anything you wished for

and discussion was next. The film "Children of Divorce" by Shiela Kessler (1978) will follow with processing of the film ending the session.

Sessions V and VI

Sessions V and VI would involve the students sculpting or role play their family situations utilizing groups members as members of the sculpted picture role-playing family participants. This was a technique drawn from Virginia Satir in Peoplemaking (Satir, 1972). Discussion of their families and what their life is like now will follow. An option would be to have group members draw their family picture and process feelings and thoughts about family life today.

Sessions VII and VIII

In these sessions the children would create and develop their own children-of-divorce vignettes following the format of the film on children-of-divorce combined with experience with family sculpting. Each child would create and role play the divorce related scene and utilize group members in the role play. This would be a spontaneous roleplay and the group will process feelings and thoughts about the experience. Problem-solving skills would be developed and facilitated as necessary.

Sessions IX and X

For the last two sessions the name game ritual for continuity began the group. A closure exercise of drawing a picture of what you learned or experienced in the group would be introduced and processed. These two sessions would focus on closure and saying goodbye to members.

Some discussion of future wishes for family life would be initiated.

Description of the Control Group Format

The control groups were also held twice a week for five weeks for 45 minutes each. They were designed to be structured as equivalent to the treatment group.

These 10 sessions were described in Appendix D and focused on friendships and issues with friendships. The group participants shared their experiences with friends in a structured format called the "hot seat" allowing everyone an opportunity to share or pass. The main goals of the unit were

1. to help children to locate and identify current feelings and attitudes about friendships
2. to help the child understand that other children experience similar feelings
3. to facilitate the child's making friends in group by sharing feelings, thoughts, ideas
4. to assist the children in problem solving and coping with issues with friendships.

CHAPTER IV

ANALYSIS OF RESULTS

The purpose of this study was to investigate the effects of a children of divorce group on children of divorce selected by school counselors as exhibiting some learning, emotional, or behavioral problems in the classroom. Using randomization and an equivalent control group posttest only design, four hypotheses were tested. This chapter reports a systematic analysis of the data collected from the two posttest measures on both experimental and control groups as related to each hypothesis.

A 2×2 Analysis of Variance was selected to determine the effects of treatment (independent variables) on the four dependent variables. This analysis enabled the researcher to test the equality of all the means, the effects of the independent variables on the dependent variables, and the interaction effect. As a part of this analysis an investigation of the main effects, such as differences between males and females, differences in attendance to the group, and differences in fourth and fifth graders was undertaken. The level of confidence used in this research was at the .05 level.

Hypothesis 1: Learning Behavior

It was hypothesized that there would be no significant differences between the students' learning behavior in the children of divorce group and the control groups as measured by the Creamer Behavior Rating Scale. An inspection of Table 2 indicated that the subjects who received the treatment had a lower mean (78.89) on the Creamer Behavior Rating Scale than the subjects in the control groups (90.88). These scores indicated that the children of divorce group subjects had more positive teacher perceptions of their learning behavior than the control group.

Table 2

Means and Standard Deviations on the Creamer Behavior Rating Scale for Experimental and Control Groups

Experimental (N = 40)		Control (N = 25)	
Mean	Standard Deviation	Mean	Standard Deviation
78.89	27.05	90.88	34.56

The main effect of sex was also investigated. The means (Table 3) on the Creamer Behavior Rating Scale for males (89.15) and females (76.63) were lower for females than males. This indicated that the teachers had a more positive perception of the female subjects' learning behavior than the male subjects.

Table 3

Means and Standard Deviations of the Creamer Behavior Rating Scale for Males and Females

Male (N = 34)		Female (N = 27)	
Mean	Standard Deviation	Mean	Standard Deviation
89.15	33.58	76.63	25.08

The analysis of variance reported in Table 4, however, indicated no statistically significant difference between the means for the experimental and control groups. There were no statistically significant differences between males and females. There were no statistically significant interaction effects between group and sex (Table 4). Each of the *F* values was lower than the *F* statistic needed for significance at the .05 level of confidence.

In addition two other main effects were investigated. They were the Creamer Behavior Rating Scale and Attendance and the Creamer Behavioral Rating Scale and Grade (fourth and fifth).

The analysis of the Creamer Behavior Rating Scale and Attendance (Table 5) showed that the mean for perfect attendance (84.45) was higher than less than perfect attendance (82.22). This means that those subjects with perfect attendance did better on this Creamer Behavior Rating Scale.

Table 4

Summary Table for Analysis of Variance for the Creamer Behavior Rating Scale by Group and Sex

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	1651.696	1651.696	1.879	0.176
Sex	1	1919.327	1919.327	2.183	0.145
Interaction	1	1783.137	1783.37	2.028	0.160
Within	57	501117.729	879.258		

Table 5

Means and Standard Deviations on the Creamer Behavior Rating Scale for Perfect and Less Than Perfect Attendance

Perfect Attendance (N = 38)		Less Than Perfect Attendance (N = 23)	
Mean	Standard Deviation	Mean	Standard Deviation
84.45	34.19	82.22	23.91

An analysis of variance of the Creamer Behavior Rating Scale and Attendance (Table 6) indicated however that there was no statistically significant differences between the experimental and control groups and attendance. The F value was less than that needed to be significant at the .05 level of significance.

Table 6

Summary Table for Analysis of Variance for the Creamer Behavior Rating Scale by Group and Attendance

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	2045.463	2045.463	2.175	0.146
Attendance	1	26.348	26.348	0.028	0.868
Interaction	1	191.051	191.051	0.203	0.654
Within	57	53602.793	940.400		

An analysis of the Creamer Behavior Rating Scale and grades four and five was also computed. The means (Table 7) for the fourth (94.78) was higher than for the fifth grade (71.28). This indicated that fourth graders did better on the teacher's perceptions of their learning behavior than the fifth graders.

Table 7

Means and Standard Deviation on the Creamer Behavior Ratings Scale for Grades (4th and 5th)

4th Grade (N = 32)		5th Grade (N = 29)	
Mean	Standard Deviation	Mean	Standard Deviation
94.78	31.26	71.28	24.80

An analysis of variance of the Creamer Behavior Rating Scale and grades (4th and 5th) (Table 8) indicated that there were statistically significant differences between the means for the experimental and control groups and fourth and fifth grades. The significance of F was .002.

Table 8

Summary Table for Analysis of Variance for the Creamer Behavior Rating Scale by Group and Grade (4th and 5th)

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	1867.281	1867.281	2.342	0.131
Grades 4th and 5th	1	8182.212	8182.212	10.262	0.002
Interaction	1	192.239	192.239	0.262	0.625
Within	57	45455.742	797.294		

Hypothesis 1 (learning behavior) was accepted in these respects:

(a) There were no statistically significant differences between the means of the experimental group and control groups. (b) There were no statistically significant differences on interaction effects between groups and sex, groups and attendance, and groups and grades (fourth and fifth). (c) There were no statistically significant differences on the main effects of sex and attendance. However hypothesis 1 was not accepted in this respect: On the main effect of grade there was a

statistically significant difference (.002) between fourth and fifth graders on the Creamer Behavior Rating Scale. This means that teachers had more positive perceptions of fourth graders' learning behavior than of fifth graders.

Hypothesis 2: Personal Adjustment

It was hypothesized that there would be no significant differences between the students' personal adjustment in the children of divorce groups and control groups as measured by the California Test of Personality (CTP). An inspection of Table 9 indicates that the subjects who received the treatment had a lower mean (37.55) on the CTP Personal Adjustment score than the subjects in the control groups (42.32). These scores indicated that the control group subject did better on this score in personal adjustment than the experimental group.

Table 9

Means and Standard Deviation on the California Test
of Personality Personal Adjustment Scale for
Experimental and Control Groups

Experimental (N = 40)		Control (N = 24)	
Mean	Standard Deviation	Mean	Standard Deviation
37.55	10.37	42.32	9.75

The main effects of males and females were also investigated. The mean (Table 10) on the California Test of Personality Personal Adjustment scale for males (39.49) and females (39.25) was higher for males than females. This indicates that the males did slightly better than females on the Personal Adjustment score.

Table 10
Means and Standard Deviation on the California Test
of Personality Personal Adjustment Scale for
Males and Females

Males (N = 37)		Females (N = 28)	
Mean	Standard Deviation	Mean	Standard Deviation
34.49	10.54	39.25	10.24

An analysis of variance reported in Table 11 indicated, however, no statistically significant difference between the means for the experimental and control groups on Personal Adjustment score. Also no statistically significant difference were found between males and females.

In addition there were no statistically significant interaction effects between group and sex. Each of the F values was lower than the F statistic needed for significance at the .05 level of confidence.

Table 11

Summary Table for Analysis of Variance for the California Test of Personality Personal Adjustment Scale by Group and Sex

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	336.889	336.889	3.046	0.086
Sex	1	0.116	0.116	0.001	0.974
Interaction	1	76.652	76.652	0.693	0.409
Within	57	7303.892	110.595		

In addition two other main effects were investigated. They were the California Test of Personality Personal Adjustment Scale and Attendance and the California Test of Personality Personal Adjustment Scale and Grades (fourth and fifth).

Table 12
Means and Standard Deviations on the California Test of Personality Scale for Perfect and Less Than Perfect Attendance

Perfect Attendance (N = 39)		Less Than Perfect Attendance (N = 26)	
Mean	Standard Deviation	Mean	Standard Deviation
40.23	11.83	38.12	7.59

The analysis of the CTP Personal Adjustment Scale and Attendance (Table 12) showed that the mean for perfect attendance (40.23) was higher than the mean (38.12) for less than perfect attendance. This indicated that those attending all sessions did better on the personal adjustment scale.

An analysis of variance (Table 13) of the California Test of Personality Personal Adjustment Score and Attendance indicate no statistically significant difference between experimental and control groups and attendance. The F value was less than that needed to be significant at the .05 level of significance.

Table 13

Summary Table for Analysis of Variance for the California Test of Personality Personal Adjustment Scale and Attendance

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	311.231	311.231	2.840	0.097
Attendance	1	103.151	103.151	0.941	0.336
Interaction	1	31.902	31.902	0.291	0.592
Within	57	109.572	109.572		

An analysis of the California Test of Personality Personal Adjustment score and grades (fourth and fifth) was also computed. The means (Table 14) for fourth grade (40.57) were higher than the mean for

the fifth grade (38.00). This indicated that the fourth graders did better than the fifth graders on this score.

Table 14

Means and Standard Deviations of the California Test
of Personality Personal Adjustment Scale
and Grades (4th and 5th)

4th Grade (N = 35)		5th Grade (N = 30)	
Mean	Standard Deviation	Mean	Standard Deviation
40.57	9.44	38.00	11.28

An analysis of variance of the California Test of Personality and Grades (fourth and fifth) (Table 15) indicated that there were no statistically significant differences between the means for the experimental and control groups and fourth and fifth graders.

Hypothesis 2 (personal adjustment) was totally accepted in that (a) there were no statistically significant differences between the means of the experimental and control groups; (b) there were no statistically significant differences on interaction effects between groups and sex, groups and attendance, groups and grades (fourth and fifth); (c) there were no statistically significant differences on the main effects of sex, attendance, and grades (fourth and fifth).

Table 15

Summary Table for Analysis of Variance for the California Test of Personality Personal Adjustment Scale and Grades (4th and 5th)

Source of Variance	df	Sum of Squares	Mean Squares	F Value	Significance of F
Experimental/ Control Group	1	328.476	328.476	3.094	0.084
Grades	1	116.608	116.608	1.098	0.299
Interaction	1	213.156	213.156	2.008	0.162
Within	57	106.156			

Hypothesis 3: Social Adjustment

It was hypothesized that there would be significant difference between the students' social adjustment in the children of divorce group and the control group measured by the California Test of Personality (CTP). An inspection of Table 16 indicated that the subjects who received treatment had a lower mean on the CTP Social Adjustment Scale (42.13) than the control group (42.60). These scores indicated that the control group subjects did slightly better on this scale.

The main effects of males and females were also investigated. The means (Table 17) on the California Test of Personality Social Adjustment Scale for males (39.78) and females (45.64) were lower for males than females. This indicated that the females did better on the social adjustment scale than males.

Table 16

Means and Standard Deviations on the California Test
of Personality Social Adjustment Scale for the
Experimental and Control Groups

Experimental (N = 40)		Control (N = 25)	
Mean	Standard Deviation	Mean	Standard Deviation
42.13	9.89	42.60	8.34

Table 17

Means and Standard Deviations on the California Test
of Personality Social Adjustment Scale for
Males and Females

Male (N = 37)		Female (N = 28)	
Mean	Standard Deviation	Mean	Standard Deviation
39.78	8.79	45.64	8.94

An analysis of variance reported in Table 18, however, indicated that there were no statistically significant differences between the means for the experimental and control groups at the .05 level of significance. There were, however, statistically significant differences between males and females in the social adjustment scale at the .05 level of significance. The significance of F was .003. There were however no statistically significant interaction effects. Therefore the null hypothesis 3 was accepted.

In addition two other main effects were investigated. They were (a) the California Test of Personality Social Adjustment Scale and attendance, and (b) the California Test of Personality Social Adjustment Scale and grades (fourth and fifth).

Table 18

Summary Table for Analysis of Variance for the California Test of Personality Social Adjustment Scale by Group and Sex

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	46.155	45.155	0.613	0.437
Sex	1	723.869	723.869	9.608	0.003
Interaction	1	253.071	253.071	3.359	0.072
Within	57	4294.304	75.339		

The analysis of the California Test of Personality and attendance (Table 19) showed that the mean for perfect attendance (42.85) was higher than the mean for less than perfect attendance (41.50). This means that those subjects with perfect attendance did better on the social adjustment scale.

Table 19
Means and Standard Deviations of the California Test
of Personality Social Adjustment Scale for
Perfect and Less Than Perfect Attendance

Perfect Attendance (N = 39)		Less Than Perfect Attendance (N =)	
Mean	Standard Deviation	Mean	Standard Deviation
42.35	9.99	41.50	8.16

An analysis of variance of the California Test of Personality Social Adjustment Scale and attendance (Table 20) indicated however that there were no statistically significant differences between the experimental and control groups and attendance.

An analysis of the California Test of Personality and grades (fourth and fifth) was also computed. The mean (Table 21) for fourth grades (43.91) was higher than the mean for fifth grade (40.43). This indicated that the fourth graders did better on the social adjustment scale.

An analysis of variance on the California Test of Personality and grades fourth and fifth (Table 22) indicated that there were no statistically significant differences between the means for the experimental and control groups and attendance.

Table 20

Summary Table for Analysis of Variance of the California Test of Personality Social Adjustment Scale by Group and Attendance

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	11.227	11.227	0.123	0.727
Attendance	1	48.522	48.522	0.531	0.469
Interaction	1	15.357	13.357	0.168	0.683
Within	57	5207.364	91.357		

Table 21

Means and Standard Deviations on the California Test of Personality Social Adjustment Scale for Grades (4th and 5th)

4th Grade (N = 35)		5th Grade (N = 30)	
Mean	Standard Deviation	Mean	Standard Deviation
43.91	9.92	40.43	8.19

Table 22

Summary Table for Analysis of Variance for the California Test of
Personality Social Adjustment Scale by Group and Grade

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	12.523	12.523	0.145	0.705
Grades 4th and 5th	1	140.754	140.754	1.625	0.208
Interaction	1	191.929	191.929	2.215	0.142
Within	57	4938.560	86.641		

Hypothesis 3 (social adjustment) was accepted in these respects:

(a) there were no statistically significant differences between the means of the experimental group and control groups. (b) There were no statistically significant differences in interactions between group and sex, groups and attendance, groups and grades (fourth and fifth). (c) There were no statistically significant differences in the main effects of attendance and grade (fourth and fifth).

However hypothesis 3 was not accepted in this respect. (a) On the main effect of sex there was a statistically significant difference (.003) between males and females on the social adjustment scale. The females subjects did better on the social adjustment scale than the male subjects.

Hypothesis 4: Total Adjustment Scale

It was hypothesized that there would be no significant differences between students' total adjustment in the children of divorce group and the control group as measured by the California Test of Personality. An inspection of Table 23 indicated that the subjects who received the treatment had a lower mean (79.67) than the subjects in the control group (84.92). These scores indicated that control subjects did better on the total adjustment scale.

Table 23

Means and Standard Deviations on the California Test of Personality Total Adjustment Scale for Experimental and Control Groups

Experimental (N = 40)		Control (N = 25)	
Mean	Standard Deviation	Mean	Standard Deviation
79.67	18.30	84.89	17.73

The main effects of female and males were also investigated. The means (Table 24) on total adjustment scale for males (79.27) and females (84.89) were higher for females than males. This indicates that the female subjects did better than the male subjects in the total adjustment scale.

Table 24

Means and Standard Deviations on the California Test
of Personality Total Adjustment Scale for
Males and Females

Male (N = 37)		Female (N = 28)	
Mean	Standard Deviation	Mean	Standard Deviation
79.27	16.89	84.89	17.73

The analysis of variance reported on Table 25, however, indicated no statistically significant differences between the means for the experimental and control groups. Also there were no statistically significant differences between females and males on the total adjustment scale. There were no statistically significant interaction effects between group and sex. Each of the F values was lower than the F value needed for significance at the .05 level of confidence. Therefore the null hypothesis was accepted.

In addition two other main effects were investigated. They were (a) the California Test of Personality Total Adjustment Scale and attendance and (b) the California Test Personality Total Adjustment Scale and grades (fourth and fifth).

The analysis of the California Test of Personality Total Adjustment Scale and attendance showed that the mean for perfect attendance (83.08) was higher than the mean for less than perfect attendance (79.62). This indicates that those subjects with perfect attendance did better on the total adjustment scale.

Table 25

Summary Table for Analysis of Variance of the California Test of
Personality Total Adjustment Scale by Group and Sex

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	632.436	632.436	2.108	0.152
Sex	1	742.325	742.325	2.474	0.121
Interaction	1	608.280	608.280	2.027	0.160
Within	57	17102.678	300.047		

Table 26

Means and Standard Deviations on the California Test of
of Personality Total Adjustment Scale for Perfect
and Less Than Perfect Attendance

Perfect Attendance (N = 39)		Less Than Perfect Attendance (N = 26)	
Mean	Standard Deviation	Mean	Standard Deviation
83.08	19.51	79.62	13.59

An analysis of variance of the CTP Total Adjustment Scale and attendance (Table 27) indicated however that there were no statistically significant differences between the experimental and the control groups' and attendance.

Table 27

Summary Table for Analysis of Variance for the California Test of Personality Total Adjustment Scale by Group and Attendance

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	440.684	440.684	1.390	0.243
Attendance	1	293.167	293.167	0.925	0.340
Interaction	1	91.527	91.527	0.289	0.593
Within	57	18068.589	316.993		

An analysis of the California Test of Personality Total Adjustment Scale and grades (fourth and fifth) was also computed. The mean (Table 28) for fourth grade (84.49) was higher than the mean for fifth grade (78.43). This indicated that the fourth grade did better on the Total Adjustment Scale than fifth graders.

An analysis of variance of the California Test of Personality Total Adjustment Scale and grades (fourth and fifth) (Table 29) indicated that there were no statistically significant differences between the means for the experimental and control groups and fourth and fifth grades.

Table 28

Means and Standard Deviations for the California Test
of Personality Total Adjustment Scale
for Grades (4th and 5th)

4th Grade (N = 35)		5th Grade (N = 30)	
Mean	Standard Deviation	Mean	Standard Deviation
84.49	16.90	78.43	17.58

Hypothesis 4 (total adjustment) was totally accepted in that (a)
there were no statistically significant differences between the means of

Table 29

Summary Table for Analysis of Variance for the California Test of
Personality Total Adjustment Scale by Group
and Grade (4th and 5th)

Source of Variance	df	Sum of Squares	Mean Square	F Value	Significance of F
Experimental/ Control Group	1	469.271	469.271	1.561	0.217
Grades 4th and 5th	1	513.588	513.588	1.709	0.196
Interaction	1	809.614	809.614	2.694	0.106
Within	57	17130.080	300.528		

the experimental and control groups; (b) there were no statistically significant differences on interaction effects between groups and sex, groups and attendance, groups and grades (fourth and fifth); (c) there were no statistically significant differences on the main effects of sex, attendance, and grades (fourth and fifth).

CHAPTER V

RESULTS AND CONCLUSIONS

The purpose of this study was to investigate the effects of a children of divorce group on children of divorce selected by school counselors as exhibiting some learning, emotional, or behavior problems in the classroom.

These children of divorce groups were designed to provided the opportunity for these children experiencing emotional, behavioral or learning problems in the classroom to examine and clarify their feelings about divorce and assist them in developing new alternatives to deal with the problems associated with all the adjustments in divorce. It is proposed that these children will find an environment in this group that will promote and facilitate their expression of feelings and thoughts regarding their individual situations. This study attempted to look at the effects this specific model children of divorce group has on the learning behavior and personal and social adjustment of the children.

More specifically, this study focused on four hypotheses related to children whose parents are divorced and the children's adjustment as compared to similar children experiencing an equivalent group situation (control group). The following major null hypotheses were tested:

1. There will be no significant difference between treatment effects on the children of divorce groups and the control group regarding learning behavior.
2. There will be no significant difference between treatment effects on the children of divorce group and the control group regarding personality adjustment.
3. There will be no significant difference between treatment effects on the children of divorce group and the control group regarding social adjustment.
4. There will be no significant difference between treatment effects on the children of divorce group and the control group regarding total adjustment.

The main effects of sex, attendance, and grade (fourth and fifth) were also computed to determine if there were any significant differences on all of the above hypotheses.

The general method for this study involved children from fourth and fifth grades, whose parents were divorced, and were referred by counselors to the Seminole County School system to the children of divorce groups. These children were randomly assigned to children of divorce groups and the equivalent control group. The research design was a posttest only control group design (Isaac & Michaels, 1971). At the completion of the 10 group sessions the experimental and control children were given the California Test of Personality and the teachers were asked to complete the Creamer Behavior Rating Scale.

A 2 x 2 Analysis of Variance was completed on the posttest data

related to each hypothesis and the main effects of sex, attendance and grade (fourth and fifth).

Hypothesis 1 (learning behavior) was accepted in all respects but one. On the Creamer Behavior Rating Scale there were no statistically significant differences found between the experimental and control group, between the interaction effects of group and sex, group and attendance, group and grade, between the main effect of attendance (perfect and less than perfect) and sex (male and female). However on the Creamer Behavior Rating Scale there was a statistically significant difference between fourth and fifth graders with teachers having a more positive perception of fourth graders' learning behavior than fifth graders. Hypothesis 2 was totally accepted and had no statistically significant differences on the California Test of Personality Personal Adjustment Scale between the experimental and control groups, between interaction and effects of group and sex, group and attendance, group and grade, between the main effects of sex (male and female), attendance (perfect and less than perfect) and grade (fourth and fifth).

Hypothesis 3 (social adjustment) was accepted in all respects but one. On the California Test of Personality Social Adjustment Scale there were no statistically significant differences found between the experimental and control groups, between interaction effects of group and sex, group and attendance, group and grade, between the main effects of attendance and grades. However, on the California Test of Personality Social Adjustment Scale there was a statistically

significant difference found between the main effect of males and females with females doing better on the social adjustment scale. Hypothesis 4 (total adjustment) was accepted in that there were no statistically significant differences found on the California Test of Personality Total Adjustment Scale between the experimental and control groups, between the interaction effects of group and sex, group and attendance, group and grade, between the main effects of sex (male and female), attendance (perfect and less than perfect), and grade (fourth and the fifth).

Discussion of Results

The following significant differences were found in the research study: (1) on the Creamer Behavior Rating Scale there was a statistically significant difference between fourth and fifth graders with teachers having a more positive perception of fourth graders' learning behavior than fifth graders; (2) On the California Test of Personality Social Adjustment Scale there was a statistically significant difference found between the main effect of males and females with females doing better on the social adjustment scale. For the difference on main effect of fourth and fifth graders on the Creamer Behavior Rating Scale for experimental and control groups consideration of developmental issues might be warranted. Wallerstein and Kelly (1976) examined developmental issues and behavior manifestations of divorced children with the early latency group of children demonstrating pervasive sadness, intense strain and immobility. In the later latency groups the single most significant feeling was anger. They found one

year later that even in the later latency children whose difficulties had mostly subsided the anger and hostility around the time of divorce lingered longer and more tenaciously than did the other affective emotions. One could speculate that these later latency children, fifth graders, may demonstrate more angry behavior affecting the teachers' perceptions of these children. More research would have to be specifically conducted on this area to provide any conclusion.

For the difference on main effect of sex on experimental and control groups on the California Test of Personality Social Adjustment Scale the females did better than males. This significance was not related to treatment. Both experimental and control females did better. These findings support further investigation into the possible different effects divorce has on girls than boys.

For the most part the findings indicated no significant differences in treatment effects on the variables studied. There are a number of possible explanations regarding these results. First, the instruments used may not be sensitive to the specific changes actually occurring in the children. The instruments may not be finely calibrated to measure affective and behavioral changes that may occur as a result of treatment. Second, 10 sessions may not be enough time for changes experienced by these children to be integrated or translated into their behavior to the extent that it is measurable.

Recommendations

The experimenter believes that a replication of this study is warranted with some modifications. Subjective reports from counselors, children and parents indicate that the children of divorce group had beneficial effects. The lack of statistical significance is contradictory to those opinions. Further study is recommended to investigate this contradiction.

Recommendations are:

1. that a preliminary assessment be done causing counselors, teachers, and parents to clarify just exactly what the qualitative changes are they see in these children. Then the posttest measures, dependent variables should be designed to measure more accurately these perceived changes;
2. that instruments be developed that are more finely calibrated and sensitive to specific changes in behavior and feelings. Current scales are broad, general and appear not to be sensitive to treatment intervention results often observed by the counselors;
3. that the broader area of teachers and counselors attitudes regarding divorce and the impact on their perceptions of children's adjustment be investigated;
4. that developmental and sex differences of children and adjustments to divorce be further examined.

Conclusions

As a result of this study it can be concluded that there was little statistically significant effect with fourth and fifth grade children of

divorce in regard to learning behavior, and personal, social and total adjustment. The statistically significant difference found on (a) the Creamer Behavior Rating Scale on fourth and fifth grades, and (b) the California Test of Personality Social Adjustment for males and females suggest further specified study in the area of developmental differences on children of divorce and differences in males and females may well be warranted.

Also determining what exactly are the changes and differences perceived by teachers, counselors, and parents and accurately measuring that would add to the significance of the study.

The data collected and analyzed in this study presented contradictory findings from previous studies in this area of children of divorce groups. In addition the subjective reports from teachers and counselors indicated contrary results, namely that the children of divorce groups have some positive effects in enabling the children to more effectively cope with family adjustments. The above contrasts, coupled with the increase of divorce and consequent numbers of children affected, demonstrates continued need for research into what intervention methods effectively aid these children.

APPENDIX A
CREAMER'S LEARNING BEHAVIOR RATING SCALE
AND CALIFORNIA TEST OF PERSONALITY

Creamer's Learning Behavior Rating Scale

The Creamer's Learning Behavior Rating Scale (Creamer, 1982), hereafter referred to as the CLBRS, is a 30 item Likert-like scale (see Appendix C). The instrument was self-administered by each participant's primary teacher at the beginning and at the end of the experimental program. The instrument is designed to help teachers describe their perception of each individual student's learning behavior in the classroom setting.

The CLBRS is based primarily on the research conducted by Swift and Spivak (1969) in which they found that children's overt behavior in the classroom that proved to be detrimental to learning could be categorized into seven basic behavioral factors. Children who could not maintain a successful and positive interaction with the learning environment generally exhibited the following:

1. engaged in behavior that required teacher intervention and control;
2. were overdependent on the teacher;
3. had difficulty concentrating and paying attention;
4. entered the classroom with fewer ideas and materials than the other children;
5. became upset under the pressure of academic achievement more often than other children;
6. often did "sloppy" work or responded impulsively; and
7. frequently became involved in teasing, annoying or interfering with the work of other children.

The instrument has demonstrated consistent split-half reliability

of between .87 and .93, and test-retest correlations of .86 and above. A correlation coefficient of .74 was found when the scores of the CLBRS were compared with the Burk's Behavior Ratings Scales (Creamer, 1982).

Concomitant with this, the items selected for the instruments were judged by a panel of educational specialists to be properly descriptive of a specific observable aspect of behavior and easily understood in clear, concise and functional terms. In addition, each item demonstrated a statistical propensity (through factor analysis studies) to be grouped with other items into a category that could later be assigned a behavioral meaning and a label (Creamer, 1982).

CREAMER'S LEARNING BEHAVIOR RATING SCALE
Sample of Questions

Name _____

Date _____

School _____

Age _____ Grade _____

Teacher _____

Please rate each and every item by putting the number of the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below.

- Number 1. You have not noticed the behavior at all.
Number 2. You have noticed the behavior to a slight degree.
Number 3. You have noticed the behavior to a considerable degree.
Number 4. You have noticed the behavior to a large degree.
Number 5. You have noticed the behavior to a very large degree.
1. Becomes angry quickly —
2. Is stubborn and uncooperative —
3. Homework is incomplete or not done. —
4. Is impulsive. —
5. Shows little respect for authority. —

CALIFORNIA TEST OF PERSONALITY
1953 REVISION

Sample Questions: Section 1A

- | | | | |
|----|----------------------------------------------------------------|-----|----|
| 1. | Do you usually keep at your work until it is done? | YES | NO |
| 2. | Do you usually apologize when you are wrong? | YES | NO |
| 3. | Do you help other boys and girls to have good time at parties? | YES | NO |
| 4. | Do you usually believe what other boys and girls tell you? | YES | NO |
| 5. | Is it easy for you to recite or talk in class? | YES | NO |

APPENDIX B

LETTER TO THE PARENT AND INFORMED CONSENT AND PERMISSION FOR
THE EXPERIMENTAL GROUP, CHILDREN OF DIVORCE AND
THE CONTROL GROUP, FRIENDSHIP GROUP

Dear Parent:

The Children of Divorce Group for 8-10 year olds will begin this week at your elementary school. Enclosed is a sample of the required informed consent I need you to sign for your child to participate the first day of class. If you have any questions, I will be glad to answer them.

The groups involve art, role play, puppetry and other experimental activities designed to facilitate expression of thoughts and feelings regarding this adjustment. For the most part, the primary emphasis in group is put on the children creating and sharing their own view of divorce, and changes in their lives by developing scenes and vignettes of their choosing and then acting them out. This is followed by a discussion and processing of their feelings in the scenes.

Thank you for your interest and participation.

Sincerely,

Jean Pringle, M. Ed.
Family Therapist

JP/rdr

Informed Consent

We ask your permission for your child to be enrolled in the Children of Divorce Education Group at your school. The students enrolled will be involved in a formal study of how effective this group is in affecting the behavior of the child. After the group, your child's teacher will complete a simple behavior rating scale on your child. This scale asks teachers to assess on a scale of 1-5 to what degree your child exhibits certain behaviors. Also, your child will be asked to complete the California Test of Personality which yields personal and social adjustment scores.

This information will be kept confidential and used only for data for the study. Benefits to your child include his/her learning how other children feel about divorce and an opportunity to express his or her feelings. We propose that the child's adjustment to divorce and changes in his life will be facilitated and improved.

This is a voluntary group and your child can receive counseling and group services without being involved in this study. You are free to withdraw your consent and to discontinue participation in the project at any time without prejudice to your child.

Please sign your permission for your child to be involved in this study.

"I have read and I understand the procedures described above. I agree to my child's participation in this procedure and I have received a copy of this description."

SIGNATURES

Parent Signature	Date	Witness	Date
------------------	------	---------	------

Relationship if other than subject	Date	Principal Investigator	Date
---------------------------------------	------	------------------------	------

Dear Parent:

The Friendship Group for 9-10 year olds will begin this week at you elementary school. Enclosed is a sample of the required consent I need you to sign for your child to participate the first day of class. If you have any questions, I will be glad to answer them.

The groups involve discussion on relationship between children and what each child feels is important in a friendship. The children will develop and share their own ideas.

Thank you for your interest and participation.

Sincerely,

Jean Pringle, M.Ed.
Family Therapist

JP/ds

Informed Consent

We ask your permission for your child to be enrolled in a peer socialization counseling group. This group is part of a study designed to look at the effectiveness of the groups. After the group, your child's teacher will complete a simple behavior rating scale on your child. This scale asks teachers to assess on a scale of 1-5 to what degree your child exhibits certain behaviors. Also, your child will be asked to complete the California Test of Personality which yields personal and social adjustment scores.

This information will be kept confidential and used only for data for the study. Benefits to your child include his/her learning how other children feel about friendships and an opportunity to express his or her feelings. We propose that the child's adjustment to divorce and changes in his life will be facilitated and improved.

This is a voluntary group and your child can receive counseling and group services without being involved in this study. You are free to withdraw your consent and to discontinue participation in the project at any time without prejudice to your child.

Please sign your permission for your child to be involved in this study.

"I have read and I understand the procedures described above. I agree to my child's participation in this procedure and I have received a copy of this description."

SIGNATURES

Parent Signature

Date

Witness

Date

Relationship if other
than subject

Date

Principal Investigator

Date

APPENDIX C
THE CHILDREN OF DIVORCE GROUP

by Jeanette H. Pringle
Seminole County Mental Health

Goals

1. to help children to locate and identify current feelings and attitudes about divorce
2. to help the child understand that other children experience similar feelings
3. to help the children gain a realistic picture of their divorce situation
4. to assist the children in problem solving and coping better with important issues and feelings they have to deal with in their divorce experience

Session I

Objectives

1. to introduce members and get acquainted in such a way as to promote group trust
2. the children will learn and discuss some important rules of the group
3. the children will identify as a group some current feelings, behaviors, and thoughts about divorce

Activities

1. The Name Game. The counselor will begin the group by using the name-game exercise. She/he will ask group members to share their name and favorite food. Then each member has to introduce the persons who have gone before them. This leaves the last person having to remember all the group member names. This person is given assistance as needed.

The name game is used as a ritual to start each group session. For example, you name and your favorite animal could be the next starting theme.

2. Discussion theme and rules. The counselor introduces them of divorce as focus of group and something everyone in this group has shared. She/he then introduces some simple rules of group as follows.
 - (a) Group membership is voluntary
 - (b) Sharing personal experiences will be confidential - not shared outside of group
 - (c) Any group member can pass on any questions or discussion
 - (d) One person talks at a time showing respect for others

Discussion of rules follows

3. Divorce bombardment. In this exercise the counselor writes the word DIVORCE on the board and group members can throw out thoughts, words, feelings, behaviors they associate with this word. Group members will want to share stories about their words. This should be facilitated and everyone allowed to participate.

Session II

Objectives

1. to facilitate group involvement, self-disclosure and participation
2. to provide the opportunity for students to hear other children's experiences, attitudes and feelings about divorce which may be similar or different

Activities

1. Discussion of the question "What is different about your life since your parents' divorce?" (e.g., changes such as moved, new school, new house, new friends, one parent moved out, etc.). Children will have the opportunity to share their story, changes, adjustments and their feelings. Counselor will facilitate discussion on all levels of thoughts, feelings and process. Children will share similarities and differences.
2. Discussion of General Question related to divorce will be shared. Question brought up to discuss will be
 - (a) Why do people divorce?
 - (b) Who do you blame?
 - (c) What would you tell your parents about divorce?
 - (d) What do you miss?
 - (e) What or how do you wish it to be?

Counselor will facilitate general discussion

3. The magic jar. Counselor will give each child a piece of paper with a magic jar on it and each child will be instructed to draw how they wish it to be for their family. Then each child will share their picture with group.

The counselor will facilitate the sharing of pictures and wishes.

Session III

Objectives

1. Children will see and discuss their thoughts and feelings about the children of divorce group
2. They will be encouraged to self-disclose their experiences similar or different than those on the film

Activities

1. The film "Children of Divorce" and discussion. (Time for one-half of film)

Counselor will introduce the film "Children of Divorce" to group members. The film allows for you to stop after each vignette to discuss feelings and thoughts about what is presented on the film.

Counselor will follow this format asking the children

- (a) What do you think that child is feeling or thinking at this time?
- (b) Have you ever felt that way? Describe.
- (c) What did that feeling make you feel like doing?

Session IV

Last half of above film introduced and proceed as described above.

Session V

Objectives

1. to allow children to describe and self-disclose their family situation via another medium - family sculpting
2. to provide an opportunity for creative self-disclosure via an action model

Activities

1. Family sculpting. First counselor will begin exercise by introducing the idea of drawing a picture of your family using group members as role players and sculpting the picture live. Then the counselor will ask these questions
 - (a) Who do you live with?
 - (b) Who do you visit?
 - (c) What is this like for you?

Then the counselor will ask the children to draw the picture they want of their current family using the people in the room as role players and placing them in the picture live. The sculptor (child) can tell each how to stand and what expressions to wear.

A discussion ensues after each family sculpt. Children can ask each other questions about the "picture of family".

Session VI

Continued family sculpting. Same as Session V.

Session VII

Objectives

1. To encourage exploration of students' ideas, an understanding, and feelings about divorce with self-disclosure, and creating vignettes of their own
2. To promote and integrate information about divorce with personal experience via role play situations created by children
3. To encourage problem solving, expression and awareness.

Activities

1. Role-play vignettes about divorce created by children and acted out. Counselor will introduce to the children the activity of creating your own scene from your divorce. Each child will develop and create a scene, like on the film, and select people to act the scene out and role play the situation.

A discussion will ensue talking about what it feels like to be in this scene and problem-solving will be introduced as appropriate.

The children will have the option to utilize puppets instead of role play if they choose.

Session VIII

Same as above

Session IX

Same as above

Session XObjectives

To facilitate closure of group and integrate learning. Closure exercises will be utilized

Activities

1. The Name Game - Give your name and what you learned about divorce from group.
2. Art exercise - Counselor will have child draw self and what you feel about divorce now. Picture should come from child and can address any feeling, thought or wish, or behavior relative to divorce.

Have children discuss picture and share with group.
3. Group rounds - Give each child an opportunity to say goodbye to group members and to tell their wish for the future.

APPENDIX D
THE FRIENDSHIP GROUP

by Jeanette H. Pringle
Seminole County Mental Health

Goals

1. to help children to locate and identify current feelings and attitudes about friendships
2. to help the child understand that other children experience similar feelings
3. to facilitate the child's making friends in group by sharing feelings, thoughts, ideas
4. to assist the children in problem solving and coping with issues with friendships

Session I

Objectives

1. to introduce members and get acquainted in such a way as to promote group trust
2. the children will learn and discuss important rules of the group
3. the children will identify some current feelings, behaviors and thoughts about friends

Activities

1. The Name Game. The counselor will begin the group by using the name-game exercise. She/he will ask group members to share their name and best friend's name. Then each member has to introduce the persons who have gone before them. This leaves the last person having to remember all the group member names. This person is given assistance as needed. The name game is a ritual to start each group session. For example, your name and favorite sport could be the next starting theme.

2. Discuss theme and rules. The counselor introduces theme of friendship as focus of group and something everyone in the group has had experience with.
 - (a) Group membership is voluntary
 - (b) Sharing personal experiences will be confidential - not shared outside of group
 - (c) Any group member can pass on any questions or discussion
 - (d) One person talks at a time showing respect for others
3. The "hot seat" interview. Have the group discuss and develop a list of what questions they ask someone when they first get acquainted, i.e.,
 - (a) What is your name?
 - (b) How old are you?
 - (c) What is your favorite sport?
 - (d) Where do you live?
 - (e) What grade are you in?

Then each child takes turns being on the hot seat while the group interviews him/her.

Session II

Objectives

1. to facilitate group involvement, self-discipline and participation
2. to provide the opportunity for students to hear other children's experiences, attitudes and feelings about friendships which may be similar and different

Activities

1. Name game
2. Hot seat exercise continued as described above until all students have a turn.
3. Introduce discussion of this question, hot seat interview style, "What makes someone a friend?" Give all students an opportunity to participate.

Session III

Objectives

1. to explore thoughts and feelings about friends

2. to encourage and give the children an opportunity to self-disclose their experiences similar or different than others.

Activities

1. Discuss "Hot Seat Style" and facilitate the discussion of
 - (a) What do you like about a friend?
 - (b) What do you dislike about a friend?
 - (c) How do you make friends?

Session IV

Objectives

1. to explore thoughts and feelings about friends
2. to encourage and give the children an opportunity to self-disclose their experiences similar or different than others

Activities

1. Draw a picture of your best friends and something you like to do with them. Share with group your picture.
2. Discussion questions
 - (a) Do you have lots of friends? or a few close friends?
 - (b) Are you shy or outgoing when you meet new friends?
 - (c) How do you make new friends?
 - (d) Did you ever have to move and leave a friend? What was that like?

Session V

Objectives

1. to give students an opportunity to interact as a group, here and now, and make friends

Activities

1. Thinking, feeling, doing game

Have children play the game and facilitate group process

Session VIObjectives

1. to give students an opportunity to problem solve friendship issues
2. to increase coping skills

Activities

1. Have children write on an individual piece of paper one problem they have with a friend. Then hot seat style, give problem to the group. Each person contributes their idea on how to solve the problem.

Session VII

Continue same Objectives and Activities as Session VI

Session VIIIObjectives

1. to give children an opportunity to appreciate that all children are different and have different values.

Activities

1. Values Clarification Exercise.

Values voting. Give children a list of questions orally that they may respond to by raising their hands, i.e.,

- (a) Are you ever afraid?
- (b) Do you like sports?
- (c) Who are you closest to in your family?
- (d) Are you ever so angry you feel like hitting someone?

Session IXObjectives

1. to increase self-awareness about personal preferences in activities and friends

Activities1. Values Clarification Exercise.

Have children write down a list of 10 things you love to do. Then have them look and tell group how many of these things

- (a) cost money
- (b) you do alone
- (c) you do with people, etc.

Session XObjectives

1. to facilitate closure of group and integrate learning. Closure exercises

Activities

1. The name game and what you learned
2. Group rounds - give each child an opportunity to say goodbye to group members and to tell their wish for the future

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Jeanette Andrea Pringle was born August 18, 1946, in Rome, New York. She moved to Florida in 1960 where she attended Tavares High School and graduated in 1964. From 1965 to 1967 she attended University of Florida and graduated with a B.A. in Education. After graduation she was employed for four years in the field of social work.

In 1973 Ms. Pringle attended University of Central Florida, completing a master's degree in guidance and counseling in education in 1976. From 1975 to 1977 she was employed as a family therapist at the Green House Family Counseling Center. From 1977 to 1980 she was engaged as a therapist in private practice in mental health. In addition she taught adjunct courses in personal growth and psychology at the college level. In 1980 she was employed as an outpatient therapist at Seminole County Mental Health Inc. In 1983 she became program director of outpatient services and emergency services. While employed in an agency setting she pursued a doctorate in student personnel services in education in the University of Florida/University of Central Florida Cooperative Program. She received an Ed.D. in student personnel in higher education in August of 1983.

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I certify that I have read this study and that in my opinion it conforms to acceptable stands of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



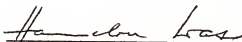
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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



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This dissertation was submitted to the Graduate Faculty of the Department of Counselor Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

December 1983

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and Research